



EMERGENCY PREPAREDNESS FOR FAMILIES

Subject: Family and Consumer Sciences | Current: 2010 | Grade: 9-12

Day: 1 of 1

1 Purpose

To identify steps to prepare families for an emergency situation.

2 Duration

50 Minutes

3 Additional Topics

Social Studies

4 Objectives

At the conclusion of this lesson, students will be able to:

- Describe general supplies all families should have in the event of an emergency.
- Identify additional supplies needed for potential emergency situations appropriate to their geographical location.
- Complete a family emergency plan for their families.

5 Standards Addressed

FAMILY AND CONSUMER SCIENCES

HUMAN DEVELOPMENT & FAMILY WELLNESS

Determine strategies that promote human development and family wellness throughout the life cycle.

HDFW.6

Create plans for individual and family safety and for emergency response.

HDFW.6.5



SOCIAL STUDIES

WORLD GEOGRAPHY ENVIRONMENT & SOCIETY

Students will acquire a framework for thinking geographically about the environment and society. They will analyze ways in which humans affect and are affected by their physical environment and the changes that occur in the meaning, distribution and importance of resources.

WG.5

Indiana Department of Education. (n.d.). Indiana Standards and Resources: Family Consumer Sciences: Human Development and Family Wellness; Social Studies: World Geography Family, Environment and Society. Retrieved from <http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

6 Vocabulary

----- These terms are included in the lesson plan:

- Emergency: A serious situation or occurrence that happens unexpectedly and demands immediate action.
- Natural disaster – a disaster caused by natural forces rather than by human action, e.g. an earthquake.
- Man-made disaster – a disaster caused directly and principally by one or more deliberate or negligent human actions, e.g. a bomb.

7 Materials

----- Materials to aide the lesson plan include:

- Homeland Security Ready America website – URL at the end of lesson plan.
- Homeland Security video clip, “Ready America Instructional Video” - URL at end of lesson plan.
- Family Emergency Plan form - URL at end of lesson plan.

8 Additional Resources

----- Additional Resources include:

- Classroom computer with projector for viewing video.
- Individual computers for students to access the website and download form.



9 Methods & Procedures

----- The lesson plan's course is as follows:

A. Introduction

Life can change in an instant! An emergency can turn our day-to-day routine into chaos without warning. Usually, we think first of natural disasters, such as tornados, ice storms, blizzards, floods, hurricanes and earthquakes. But terrorist attacks, in our own country and around the world, remind us that man-made disasters are also possible.

Can one prepare for the unexpected? Absolutely! Because a wide-scale emergency can quickly stretch community resources to capacity, each family should plan to meet as many of their basic needs as possible.

So, what are the steps in preparing for an emergency? Think first of survival, addressing food, water, communication, hygiene and health. In addition, because normal lines of communication may not be accessible during an emergency, families need to have a written plan outlining how to communicate and/or reunite if separated. Finally, it is important to stay informed of the potential threats, both natural and man-made, in your area, and coordinate your family plan with community plans.

B. Development

Next, take a look at this short video clip describing the three steps of emergency preparedness - Url at end of lesson plan. While watching, think about how your family's plan might be similar or different to the one shown in the video.

In small groups (2-4 individuals), students will access information related to family emergency preparedness at - Url at end of lesson plan. Although students may browse the entire site, they should focus the majority of their time reading the sections entitled, "Get a Kit," "Make a Plan," and "Be Informed." Students may find it helpful to take notes for use in the practice and independent practice activities.

C. Practice

Following review of the video and website, students will work in small groups (2-4 individuals) to identify, based on their personal experience and geographical location, 1 potential emergency from those listed at - URL at end of lesson plan. Students will review the items on the recommended emergency supply kit at -URL at end of lesson plan, adding at least 2 additional supplies unique to the emergency chosen.



D. Independent Practice

This assignment will be due at the next class meeting:

Students will work with family members to complete a family emergency plan (URL at end of lesson plan) using the information available at - URL at end of lesson plan. To protect privacy, students will be asked to leave social security numbers, important medical information and policy numbers blank until after the assignment is graded and returned.

E. Accommodations (Differentiated Instruction)

Students who have visual, mobile or hearing impairments may need adaptive computer software to assist with using the computer and accessing the websites for information. Students who need extra scaffolding may need a graphic organizer to use information gathering session during the video.

F. Checking for Understanding

- Students will be asked to give an example of a man-made disaster.
- Students will be asked to identify a natural disaster likely in their geographical location.
- Students will be asked to describe how their families' emergency supply kit might be different from the one shown in the video.

G. Closure

- Review items
- Summarize key items to include in a emergency supply kit.
- To learn more about careers in emergency preparedness, students may visit - URL at end of lesson plan.
- Assign independent practice

10 Evaluation

Students will be evaluated on the practice assignment as follows:

Student groups who provide at least 2 additional supplies appropriate to the emergency (i.e., additional batteries for emergencies associated with loss of power) will receive full credit. The teacher will ask open-ended questions (i.e., which need is increased – food, water, communication, hygiene or health – in this type of emergency) to assist students groups who are having difficulty completing the assignment. Following teacher assistance, student groups who are unable to identify at least 2 additional supplies will receive no credit for the practice assignment.



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Students who complete all requested fields of the family emergency plan form will receive full credit. Students who complete at least 75% and 50% of the requested fields will receive partial credit (75% and 50% of total points possible, respectively). Students who fail to complete at least 50% of the requested fields will receive no credit for the independent practice assignment.

11 Teacher Reflection

----- To be completed by teacher following this lesson.

12 Media & Resources

----- Websites and Video provided throughout lesson plan:

- Homeland Security Ready America website – www.ready.gov
- Homeland Security video clip, “Ready America Instructional Video” - http://www.ready.gov/america/about/_flash/movie15.html
- Homeland Security Ready America website “Get a Kit” - <http://www.ready.gov/america/getakit/index.html>
- Homeland Security Ready America website “Make a Plan” - <http://www.ready.gov/america/makeaplan/index.html>
- Homeland Security Ready America website “Be Informed” - <http://www.ready.gov/america/beinformed/index.html>
- Family Emergency Plan form - http://www.ready.gov/america/_downloads/familyemergencyplan.pdf
- Careers in emergency management - <http://occupations.careers.org/13-1061.00/emergency-management-specialists>
- Classroom computer with projector for viewing video
- Individual computers for students to access the website and download form

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